

# Guided Reading Lesson Plan (Levels M-Z)

Title: The King's Equal

Level: S

ISBN: 9780064420907

Publisher: Scholastic

Before Reading: (5-7 min.) **This book can be completed in three days; two chapters each day.**

\*Summarize plot (M)

Intro to the book: From the cover what can we learn about the setting and characters? As is common in many tales of royalty, a dying king makes his son heir to the throne. In this case however, the king declares the crown can only be rewarded IF the prince can find someone who is equal to him in beauty, intelligence, and wealth. Can such a person be found? Does such a person even exist? Let's read and tag along on the search for such a remarkable woman.

In the first two chapters young Prince Raphael feels cursed by his father's final words to him. After his father's death the prince uses his power in the most ruinous manner and also demands his councilors to find him the perfect wife within a year.

\*Unfamiliar book language/character names (S) The author will often use the phrase, "from their wigs to their boot tips." Most males in the castle court wore wigs in that era and the phrase is another way of saying "from head to toe."

\*Draw upon students' experiences (M) How do you respond/react when you are asked to do something that seems impossible or that you simply don't want to do?

Words/Text Layout:

\*New or important words (V) councilors (p.3 – advisors); holiday (p.5 – vacation/celebration); faugh (p.11 – an expression of disgust); "put their affairs in order" (p.17)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers recognize what the conflict is in the first chapter and are able to write it down in a statement. In chapter 2, how did the prince transfer the conflict off to others? (p.10)

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

The old king was a wise man, but he was also a \_\_\_\_\_ man. (p.1)

What does Raphael need most, a queen or humility?

Did the old king change or add to the ancient law? Explain.

Do you know anyone who could be good enough for Raphael if this was happening today? (Connection)

What gave Prince Raphael the most satisfaction? (p.8)

Whose voice whispered to the prince on page 9? (Inference)

Did you recognize the *Alice in Wonderland* reference on page 13?

What did all the lovely, smart, and rich candidates all lack? (Determining importance)

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## Day 2, Chapters 3 and 4 (Today you may want to read ch. 3 and discuss it before going on to ch. 4)

\*Plot Summary: In wanting to protect his sweet daughter from the ravages of the prince's rulership, a widower sends the girl into the mountains with a pair of goats. While she is there she encounters an animal that can speak, provide for her, and give her direction. Chapter four overflows with Rosamund's amazing wisdom and power to influence in a manner that is both humble and dignified.

\*New or important words: industrious (p.19); frolic (p.22); "resigned to their fate" (p.33); incompetent (p.35)

\*Teaching Point: For chapter 3, notice how authors of fiction can take artistic liberty to help teach what is really important. How is the talking animal doing that in this chapter?

In chapter 4 readers look for and note how the author informs how gracious Rosamund is via her responses to the prince. Place a very small sticky note by each one. (It's a character study.)

\*Discuss the story:

Chapter 3: What was Rosamund's first act of bravery?

What was Rosamund's first act of generosity?

What did the wolf know about Rosamund's mother?

What caused Rosamund to become determined to help her country? (Inference)

Chapter 4: Why didn't Rosamund immediately agree to marry Raphael after being declared worthy of him?

What caused Raphael to recognize what a fool he had been?

\*Writing Option: Write out the answer to the question in the teaching point for chapter three.

## Day 3, Chapters 5 and 6

\*Plot Summary: Chapter five contains the climax of the story when Raphael learns a most valuable lesson in a most painful way. When the chapter ends, the evidence of genuine change is portrayed. So in the final chapter his change becomes evident to the character that matters most to him. Will they live happily ever after or will there be another test?

\*New or important words: piteously (p.44); knave (p.48 – untrustworthy)

\*Teaching Point: Compare and Contrast. Readers make contrasts between how the princess ruled with how the prince had ruled, and then make comparisons between the princess's time in the mountains with Raphael's experience there. Make a chart in the writing journals with bullet points under each heading.

\*Discuss the story:

What could the wealthy prince *not* afford? (p.48)

Why did the prince survive the harsh winter? (Summary)

What is the evidence that the prince's arrogance is gone?

Is there an error on the book cover illustration? (see page 53) (Determining importance)

Who were Raphael's very first friends?

Who did Raphael and Rosamund visit every year? (p.56) (Inference)

If time permits, discuss how this story is the same or different from *The Princess Bride*, *Cinderella*, *Shrek* (and Fiona), and *Beauty and the Beast*. Do fairy tales have a basic plot line?